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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) ways of conceptualizing and evaluating group discussion; (2) participant observations of communication themes in families facing death; (3) perceptions of power orientations and communicator characteristics; (4) control in the consultant-consultee dyad; (5) the effect of conflict expression styles on quality of outcome and satisfaction in small, task-oriented groups; (6) interpersonal communication through the mass media; (7) client satisfaction and control in the initial attorney-client interview; (8) problem solving constructions in social negotiations; (9) nonverbal components of first impression formation in cross-cultural counseling; (10) the formation of social relationships; (11) verbal and nonverbal aspects of intercultural group conversation; and (12) the relationship between family communication, self-concept and academic achievement of adolescents in Malaysian schools. (FL)

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**AN INQUIRY INTO WAYS OF CONCEPTUALIZING AND
EVALUATING GROUP DISCUSSION** Order No. DA8506581

ALBERT, LAWRENCE STEPHEN, Ph.D. *The Pennsylvania State University*,
1984. 386pp. Adviser: Gerald M. Phillips

Teachers, scholars, and practitioners of group discussion often want to make task discussions "better" or "more effective," in some sense of these words. However, anyone who wishes to improve a group discussion must have some ideal of discussion in mind.

In this project, the author points out that there are many such ideals available. Each ideal follows from a way of conceptualizing discussion. These conceptualizations and their associated ideals arise from group discussion texts and essays, and works in the humanities and social sciences. It is important for critics of discussion to understand these various choices of perspective. Consequently, the author identifies thirty perspectives or "modes of critique" available to the discussion critic. He divides these modes of critique into two groups: (1) those which focus on group processes, and (2) those which focus on people.

For each mode of critique, the author (1) explicates ideas from primary sources, (2) identifies a conceptualization of discussion, (3) draws up heuristic questions, and (4) specifies an ideal of group discussion. He does not claim that these thirty perspectives are exhaustive. His purpose is merely to suggest the wide range of ways in which critics can conceptualize and evaluate discussion.

Several implications follow from the fact that there are many perspectives on discussion. First, critics of discussion have choices. In any given case, they should consciously select modes of critique which are appropriate to (a) their own values, (b) the nature of the discussion at hand, and (c) the group's perspective. Second, the modes of critique can help critics diagnose process or people problems in groups. Third, the modes of critique assist the critic in his or her role as rhetor. Sometimes critics want to influence the participants in discussions. In such cases, the modes of critique are tools which suggest ideas and lines of argument to the critic. Fourth, they have pedagogical value. Each mode of critique is a model of discussion. Students who learn many such models may acquire an enlarged understanding of the nature of discussion. Fifth, they invite the critic to ask ethical questions like "Does the group permit individual choice-making, or allow members to satisfy their human needs, or use symbols in a way that facilitates sanity?"

Finally, the author notes several implications for further research connected with discussion criticism.

**A COMPARISON OF THE CONVERSATION INVOLVEMENT OF
NONLONELY AND CHRONICALLY LONELY INDIVIDUALS**

Order No. DA8508249

BELL, ROBERT ALAN, Ph.D. *The University of Texas at Austin*, 1984.
190pp. Supervisor: John A. Daly

This study assessed the relationship of conversation involvement to loneliness. "Conversation involvement" refers to the level of intensity manifested in an individual's communication with others. It was hypothesized that chronically lonely individuals, relative to nonlonely people, would be less behaviorally and cognitively involved in interactions with others, perceived as less involved, and evaluated less positively by others. Sixty lonely individuals (thirty males and thirty females) and sixty nonlonely people (thirty males and thirty females) were selected from a pool of 968 college students on the basis of their scores on the Revised UCLA Loneliness Scale. Subjects were paired with an opposite sex "partner." Each dyad engaged in a ten minute video-taped "get acquainted" conversation. After their conversations, subjects recalled as many details of their interactions as possible. Subjects and partners provided ratings of their conversational satisfaction, their liking of the other person, and their

desires for future interaction and friendship. In addition, partners provided ratings of subjects' involvement in the conversation, while subjects rated their own involvement. Nine behavioral involvement cues were assessed: talk time, amount of talk, proportion of talk, vocal back-channeling, head nods, interrupting statements, interrupting questions, gestures, and forward lean. Five measures of cognitive involvement were derived for subjects by comparing their memory protocols to transcripts of their conversations. These measures were global attention, attention to self, attention to partner, self-focus, and recall accuracy. Chronically-lonely subject exhibited lower levels of talkativeness, interruptions, vocal back-channeling, global attention, and attention to their partners than nonlonely subjects. They were also rated as less involved by themselves and partners and as less interpersonally attractive. The implications of these findings for the study of loneliness and conversation involvement are discussed.

**AN INVESTIGATION OF VIRGINIA SATIR'S CONCEPT OF
COMMUNICATION TO DETERMINE POSSIBLE IMPLICATIONS
FOR EDUCATION IN MARITAL COMMUNICATION**

Order No. DA8509627

BOZEMAN, JEANINE CANNON, Ed.D. *New Orleans Baptist Theological Seminary*, 1984. 175pp. Chairman: C. Ferris Jordan

The purpose of this dissertation was to examine Virginia Satir's concept of communication and to determine possible implications for educational experiences focusing on marital communication.

Chapter 1 served as an introduction to Virginia Satir and the study. The problem and its setting, the data and the treatment of the data, the qualifications of the researcher, and the research methodology were included in this chapter.

Chapter 2 demonstrated the need for education in marital communication. Selected views of the marriage relationship, the importance professionals attribute to communication between marriage partners, and an appraisal of communications in the marital relationship indicated this need.

Chapter 3 described some selected problems in marital communication. Systems, barriers, verbal communication, nonverbal communication, and conflict were the problems selected for investigation. These problems may be reduced significantly or eliminated through the understanding and application of Virginia Satir's concept of communication to marital communication.

Chapter 4 examined Virginia Satir's approach to communication. To accomplish this purpose, four facets of her concept were investigated. These facets included the philosophy of Satir, the basis for congruent communication, the patterns of incongruent communication, and the goal of communication.

Chapter 5 determined possible implications of Virginia Satir's approach for educational experiences designed for mates. Three areas were considered. The foundations for implications were presented. Implications for the educator in marital communication and implications for marriage partners involved in the educational experience concluded this fifth chapter.

The sixth chapter served as the conclusion. The areas for additional research stimulated by this study were presented. The use of Virginia Satir's concept of communication for education in marital communications was considered as one avenue for meeting the need for education in this area and for preventing some communication problems in the marital relationship.

WEAVING THE SHROUD: PARTICIPANT OBSERVATIONS OF COMMUNICATION THEMES IN FAMILIES FACING DEATH

Order No. DA8508041

CAWLEY, MICHELE ANN, Ph.D. *University of Washington*, 1984. 334pp.
Chairperson: John Stewart

The literature on the topics of death and dying has primarily focused on the psychological and sociological aspects of the dying process and not on the relationships the dying person shares with family members, friends, and with professional and non-professional care-givers. The purpose of this study is to describe the emerging characteristics of the communication experiences of dying people.

The developmental approach to interpersonal communication which focuses on describing the *qualitative* changes in relationships, the movement along the monologic-dialogic continuum, provides the theoretical perspective. The metamethodological assumptions chosen for this study are grounded in the "dialogic phenomenological" perspective that has been outlined by Stewart and developed especially in the writings of Martin Buber. The method of participant observation was employed.

Data were collected from five families in which one member was dying. I obtained access to these families by presenting myself as a hospice nurse interested in helping dying persons and their families with their needs for supportive nursing care. Fieldnotes were kept on all contacts with the family members, dying persons, and care-givers. The notes were "coded" by assigning categories to topics and characteristics of the relationship. Categories were consolidated and arranged according to similarities.

Four major overlapping and interweaving themes emerged from the data analysis. They are: Changing Relationships; Experiencing Uncertainty; Making Sense of the Experience; and Making Decisions. A "thick description" of the relationships over time was created. The communication themes provided a framework for telling the story of developing communicative experiences when a person is dying.

The findings are summarized by explicating the process by which dying people, their families, and care-givers engaged in weaving the shroud and by reviewing the communication themes revealed in the analysis of the data. A discussion of the theme Experiencing Uncertainty as it relates to the communication theory of Berger and Calabrese and Berger and Bradac, and to Katz's analysis of physician-patient communication is presented. The implementation and the utility of the chosen methodological perspective is discussed and suggestions for further research are presented.

PERCEPTIONS OF POWER ORIENTATIONS AND COMMUNICATOR CHARACTERISTICS Order No. DA8509513

DAHL, HOWARD ALLEN, Ph.D. *University of Denver*, 1985. 315pp.

The focus of this study was on the relationship between intrapersonal orientations to the concept "Power" and the interpersonal communication behaviors of individuals holding differential positions of power in supervisor and subordinate dyads in an organizational setting. This study tested five hypotheses dealing with the correlations between an individual's intrapersonal power orientation, self-reported on the Cavanaugh, Goldberg, and Larson Power Orientation Scale (POS), and perceived communicative behavior, as measured by a co-worker in a differential position of power, on the Ruesch, Block and Bennett He-Me Interaction Scale (RBB). The research hypotheses also tested correlations between how a person scored their own POS and scored the RBB measuring their co-worker's interpersonal communicative behavior. Four theoretical propositions suggested the existence of discernable relationships between individual's power orientations, expressed communicative behaviors, and influences on how the individual perceived another's communicative behavior.

Sixty-eight U.S. Air Force personnel, in paired supervisor and subordinate dyads participated in this descriptive field study. The primary statistical tool used was Pearson's Product-Moment Correlation. With six basic power orientations being correlated to six clusters of communicative behavior for three sample configurations (total group, supervisor subgroup, and subordinate subgroup) across two analytical considerations (self POS and RBB scores, and, self POS and co-worker's RBB scores), a total of 216 correlations were performed. Thirty-six correlations proved significant ($p \leq .05$). The null hypothesis was partially rejected due to significant correlations, with at least one of the six RBB communicative behaviors, for the power orientations: Resource Dependency, Political, Instinctive Drive, Charisma and Control/Autonomy. The null hypothesis was not rejected for Power as Good. One post hoc series of Difference of the Means tests was conducted to determine any significant differences of POS or RBB scores between the supervisors' and subordinates' subgroups. No significant differences were found.

This study concluded that there were discernable relationships between power orientations and communicative behaviors. Also, that there were differences in patterns of these relationships based on an individual's position of power and whether the individual was the perceiver or the one being perceived by another. Recommendations for future research included the suggestion of replicating this study with informal social groups.

A RELATIONAL COMMUNICATION ANALYSIS OF CONTROL IN THE CONSULTANT-CONSULTEE DYAD ACROSS THREE INTERVIEWS Order No. DA8513216

ERCHUL, WILLIAM PATRICK, Ph.D. *The University of Texas at Austin*, 1984. 176pp. Supervisor: Martin L. Tombari

Different theoretical views exist on the role power process or control plays in the school psychologist-teacher consultation dyad. Caplan (1970) favors an egalitarian relationship between consultant and consultee and therefore emphasizes collaboration, not control. Martin (1978) endorses a relationship wherein both parties exert great amounts of control over each other to produce the most satisfactory consultation outcome. Bergan and Tombari (1975) do not stress the collaborative approach as much as techniques that facilitate consultant control over the consultee.

Coding systems designed to assess relational communication--the study of control aspects of message that define or redefine interpersonal relationships--have been developed recently. One such system, proposed by Rogers and Farace (1975), assigns control directions (i.e., $\uparrow$, $\downarrow$, $\rightarrow$) to messages to indicate bids for dominance, acceptance of the other's relational definition, or non-demanding or neutralizing movements, respectively. It was argued that a modified version of the Rogers and Farace (1975) system could be applied to meaningfully examine the nature and course of control in the consultant-consultee relationship.

Eight doctoral-level psychology students trained in behavioral consultation were instructed to serve as consultants to one consultee each and conduct problem identification, problem analysis and problem evaluation interviews (Bergan, 1977). Participant perceptions were gathered after each dyad's first and third interviews. The 24 total interviews were taped, transcribed, and coded. Scores for consultants and consultees on two measures of relational control, domineeringness and dominance, were calculated across the three interview types.

The results revealed that, for both measures of relational control, consultants clearly defined the dyadic relationship across all stages of behavioral consultation. Also, consultants having high dominance scores tended to be judged as more effective by consultees. A disappointing finding was that an interrupted time-series analysis model (Cook & Campbell, 1979) could not be fit to the data because data points were serially independent. Possible implications for the training of consultants and future research ideas also were offered.

**THE EFFECT OF CONFLICT EXPRESSION STYLES ON
QUALITY OF OUTCOME AND SATISFACTION IN SMALL,
TASK-ORIENTED GROUPS**

Order No. DA8518943

GALANES, GLORIA JEAN, Ph.D. *The Ohio State University*, 1985. 146pp.
Adviser: Victor D. Wall, Jr.

This study investigated the effect of conflict expression styles on group satisfaction and quality of outcome. Undergraduates, in ongoing, task-oriented groups, submitted written proposals to improve the quality of undergraduate education. Groups were

randomly assigned to one of three discussion conditions: avoiding conflict, confronting conflict openly and arguing firmly for one's own point of view (competitive condition) and confronting conflict openly while keeping in mind the feelings of the other group members (cooperative condition). Subjects completed two post-discussion instruments: the OCCI assessing perceived conflict management styles and another questionnaire assessing perceived amount of conflict, satisfaction with outcome and with process. The group quality measure was the sum of scores assigned each proposal by three independent judges. Discussions were audiotaped and conflict episodes transcribed. Speaking turns were coded using a modification of Sillars' (1982) verbal tactics scheme and percentages of indirect, integrative and distributive conflict expression were computed. Conflict resolution was determined by coding the outcome of each episode as unresolved, integratively or distributively resolved. Number of conflict episodes and percent of time spent in conflict served as amount of conflict measures. Episode number, percent and perceived conflict amount were highly correlated, as were perceived controlling management style and distributive expression, and perceived solution-oriented management style and integrative expression. Manipulation checks of the ANOVA conditions revealed mixed success. The hypothesized curvilinear relationship between amount of conflict and quality did not materialize. Cooperative conflict groups did not have higher quality scores as predicted, but did have significantly higher process and higher outcome satisfaction scores than competitive groups. Avoid conflict groups had significantly higher process satisfaction scores than competitive groups. Outcome quality was not significantly related to resolution style. Integrative resolution was positively and almost significantly related to outcome satisfaction. General lack of support for hypotheses was due probably to the mixed manipulation of success. Support exists for using perceived and observed measures of the same concept, considering conflict expression and conflict resolution as separate concepts, and investigating differential effects of conflict. No empirical support was found for recommending integrative conflict management/expression as leading to both high quality and satisfaction simultaneously.

**EVALUATION OF AN INTERPERSONAL COMMUNICATION
AND RELATIONSHIP ENHANCEMENT SKILLS TRAINING
PROGRAM FOR PRESERVICE TEACHERS**

Order No. DA8506623

GLOSENGER, FAY ILENE, Ph.D. *The Pennsylvania State University*, 1984. 258pp. Adviser: Carol A. Cartwright

The purpose of the investigation was to evaluate the impact of an interpersonal and relationship enhancement program (I CARE) on preservice teachers of young children. Four skills were taught: empathic responding, personal messages, structuring, and limits and consequences.

Thirty-two female preservice teachers with programs of emphasis in early childhood and/or elementary education participated in the study. Sixteen were randomly assigned to the experimental group and 16 to the control. All subjects participated in seven weekly, one-hour treatment sessions. Subjects in the experimental group received relationship enhancement skills training via the I CARE program. Control subjects participated in a practicum seminar, but received no skills training. All subjects participated in a weekly, three-hour practicum at the Juniata College Early Childhood Education Center.

A pretest, posttest, follow-up, control group research design was used in the investigation. Two measures were used to assess skill development. The Sensitivity to Children (STC) instrument, a paper-pencil test, was used to assess skill acquisition. An On-site Observation (OSO) was used to assess actual skill usage in the child care setting. Both instruments were used to assess skill maintenance over time. Each instrument was administered three times: pretests before treatment started, posttests at the end of treatment, and follow-ups 12 weeks after training ceased. Additional data were gathered with a participation and homework checklist and the Program Evaluation Questionnaire.

Analysis of Variance with Repeated Measures (ANOVA) and modified Tukey WSD follow-ups were used in the data analysis. A Pearson Product-moment Correlation was used to determine the relationship between scores on the STC and the OSO. Significance level was set at .05 for all statistical testing.

When compared with controls, experimental subjects made significantly more desirable responses and significantly fewer undesirable responses on both posttest measures. Skill levels were maintained after a 12-week posttraining interval in the experimental group. A positive correlation was noted between scores on the STC and the OSO on the posttests and follow-ups for desirable and undesirable categories.

**THE EFFECTS OF TRAINING IN NONVERBAL
EXPRESSIVENESS AND MOTOR IMITATION ON MESSAGE
FIDELITY AND RAPPORT IN DYADIC BRIEFING SESSIONS**

Order No. DA8508948

HEGSTROM, TIMOTHY GUS, Ph.D. *University of Colorado at Boulder*, 1984. 91pp. Director: Stanley E. Jones

This experiment compared the effectiveness of training in nonverbal expressiveness and motor imitation against two criteria, rapport and message fidelity. Thirty managers from two different San Francisco Bay-area organizations participated in the study, offered as an integral part of a management development program at each site. Thirty additional employees, assigned at random, interacted with the trainees in videotaped dyadic briefing sessions. Afterwards, they completed tests for message fidelity and rapport.

Although the systematic coding of videotaped briefing sessions showed that trainees displayed nonverbal expressiveness or motor imitation as trained, there was no significant difference among the three groups (including the control group) on rapport and message fidelity scores. There was, however, a positive correlation between nonverbal expressiveness and rapport across the 30 dyads. No such correlation was evident between motor imitation and rapport. Thus, nonverbal expressiveness, in dyadic briefing sessions at least, is seen as correlated with rapport, but there is no evidence that training in nonverbal expressiveness will result in higher assessments of rapport. Motor imitation is not seen as correlated with rapport in this context. However, motor imitation was positively correlated here with antecedent assessments of "sociometric strength of the relationship" by the subjects being briefed. Rapport and message fidelity scores were uncorrelated. Finally, the communication styles, nonverbal expressiveness and motor imitation, are negatively correlated but not always mutually exclusive.

THE EFFECT OF GROUP INSTRUCTION IN COMMUNICATION ON THE DOMINANCE, LEADERSHIP, AND COMMUNICATION SKILLS OF ELEVENTH GRADERS Order No. DA8508809

HUDSON, PATRICIA EMILIE, Ed.D. *St. John's University*, 1985. 149pp.

The purpose of this study was to investigate the effectiveness of a print and a video method of teaching communication skills to secondary school students. Instructional materials were based on the Role Communications Skills model by Doyle (1981). The effectiveness of the treatments was measured by posttreatment scores on the tests of communication skills, dominance, and leadership. The influence of subject gender and EI personality type, and the interaction effects with the treatment on the independent variables were also investigated.

From 273 eleventh grade volunteers, 96 were selected as subjects on the basis of availability, gender, and personality type. Twelve groups were formed and four groups were randomly assigned to each of the three treatment groups.

The instructional materials used with the print treatments included a series of play exercises and vignettes. In the print treatment, the instructional materials were arranged in booklet form and this became the script for the video treatment. The control group in the study had no treatment. The three instruments used were the Meyers Briggs Type Inventory (MBTI), the High School Personality Questionnaire (HSPQ), and the Communication Index (CI).

The results of a $3 \times 2 \times 2$ multivariate analysis with repeated measures showed significant main effects for treatment, gender and time of testing, and four significant interaction effects. The null hypotheses related to these effects were rejected. Univariate $3 \times 2 \times 2$ analysis with repeated measures on the last factor were used to probe the significant multivariate effects. Results indicate that whenever there was a significant multivariate effect, it was carried by the communication skills variable. This was corroborated by the magnitude of the standardized discriminant function coefficients for the significant multivariate effects.

The conclusions of this study are that: (1) Adolescents can be taught communication skills through the use of role play exercises in the secondary school; (2) Small group instruction using print of video treatments is a practical way to teach communication skills to adolescents; and (5) The Doyle (1981) Role Communication Skills model effectively adapted to teaching communication skills to adolescents.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE SIMILARITY OF COLLEGE FRESHMEN ROOMMATES ON SELECTED FACTORS AND THEIR INTERPERSONAL ATTRACTION AND COMPATIBILITY AS ROOMMATES

Order No. DA8508282

HULICK, CHARLES HENRY, III, Ph.D. *The University of Texas at Austin*, 1984. 144pp. Supervisors: Gey Manaster, Robert Peck

During the 1982 fall semester, four hundred and eight college freshman roommates completed a questionnaire which solicited demographic information and self-descriptions on a variety of attitude-behavioral factors. Their compatibility was determined using the Compatibility Scale, a 23-item measure of roommate compatibility.

These Phase I data were analyzed revealing nine factors on which similarity between roommates correlated significantly with the roommates' compatibility. These factors were: (1) having friends in the room; (2) the use of alcohol; (3) time of going to bed on weekdays; (4) the extent one shares belongings; (5) amount of time spent studying in the room; (6) neatness of the room; (7) smoking; (8) need for privacy; (9) preferred temperature of the room.

Based on these Phase I data, a model was developed using multiple regression analysis to predict roommate compatibility. Five predictor variables entered the equation before the .05 limits of the probability of F was reached. These were "having friends in the room", "the use of alcohol", "time of going to bed on weeknights", "the extent one shares belongings", and "the preferred temperature of the room".

Phase II used the prediction model to predict the compatibility of 40 pairs of freshman roommates for the 1983 spring semester. The predicted compatibility scores correlated .42 ($p < .05$) with the actual scores measured ten weeks into the semester.

The study also sought to determine if the reinforcement model of interpersonal attraction could be utilized for roommate compatibility. Abbreviated forms of hypotheses tested were: (1) The more factors on which roommates are similar, the greater will be their interpersonal attraction. (2) The more factors on which roommates are similar, the greater will be their compatibility. (3) The greater the interpersonal attraction, the greater the compatibility. (4) The more similar roommates are on an individual factor, the more satisfied they will be on that factor. (5) The more factors on which a person is satisfied, the greater will be the person's rated compatibility. (6) Being similar on important factors contributes more toward compatibility than being similar on less important factors.

All hypotheses were supported. It was concluded that the reinforcement model of interpersonal attraction applies well to roommate compatibility.

INTERPERSONAL COMMUNICATION THROUGH THE MASS MEDIA: CHARACTERISTICS OF PERSONAL ADVERTISERS

Order No. DA8513845

IREY, KAREN VICE, Ph.D. *The University of Oklahoma*, 1985. 134pp. Major Professor: Lauren Wispe

This study investigates the use of personal ads in newspapers and magazines as a means of mate selection for the older adult. An exploratory study, it is intended to provide information about the problems and issues in meeting mates for an increasing segment of our society, the older single adult. While unconventional, an increasingly frequent method used to meet mates is through personal ads in newspapers and magazines. It is extremely hard for other people to see this method of meeting mates as anything other than

sad, odd, or weird. The research questions were formulated to take an objective look at this phenomenon. What were some of the personal characteristics of persons who utilize the personal ads? Why do people use personal ads rather than the traditional face-to-face methods of meeting mates? How serious are people about using ads to find mates or are they, in fact, satisfying other needs? For the study, personal ads were placed and answered in *The New York Review of Books* and *The Mother Earth News*. Cover letters and a questionnaire were sent to those who answered ads and to those who ran ads. A final combined sample ($N = 111$) showed no apparent differences from the population with regard to gender, age, education. Results: Of the many methods to meet mates, personal ads, parties, hobbies, and the workplace predominated. For some methods, like work and hobbies, there were no gender or age differences. For other methods, such as answering ads and bars, there was a gender and age interaction with men, in general, and younger less educated women, specifically, using both these methods more often. The older better educated woman, on the other hand, used running ads more often. Additional items showed that most of the respondents (a) were interested in a long-term relationship rather than a casual one, (b) that intimacy and companionship were preferred by both men and women, (c) that women felt that they were "better off" than men, that they more often received emotional support from female friends while men reported that they received "not much from anyone," (d) that a considerable group of the ad users were very discontented with their "matelessness."

CLIENT SATISFACTION AND CONTROL IN THE INITIAL ATTORNEY-CLIENT INTERVIEW Order No. DA8517545
Olson, J. Scott, Ph.D. *University of Denver*, 1985. 127pp.

This study sought to describe the relationship between client satisfaction with the initial attorney-client interview and the extent to which the client's control-needs were met during that interview. Participants in the study were drawn from a university student legal service and the Legal Aid Society of Denver, Thursday Night Bar Program. Users of these services were asked to complete two questionnaires. The first questionnaire measured the strength of two relatively invariant control-needs in dyadic interaction. The second questionnaire assessed the extent to which control-needs had been met during the initial intake interview and client satisfaction with the interview. Results of the survey indicated that client satisfaction is positively related to client opportunity to exercise topic control and to attorney exercise of topic control. The data suggested that the most satisfying intake interviews were those in which topic control was shared by the attorney and the client. Multiple stepwise regression analysis revealed that those specific topic control behaviors that best predicted client satisfaction were client opportunity to raise issues, client opportunity to say everything that the client felt was important to say, and attorney explanations of legal aspects of the case. The client's need to exercise control in dyadic interaction was met when the client was allowed to control topic in the description of his situation and in decisions regarding the legal treatment of that situation. The client's need to be controlled in dyadic interaction was met when the attorney assumed control and questioned the client to elicit information necessary to construct a case. To the extent that these needs were met the client was satisfied with the interaction. The data failed to show a significant relationship between client satisfaction and floor control (control over the timing of utterances). Clients appeared to be neither aware nor affected by the number of interruptions that occurred during the interview.

PROBLEM-SOLVING CONSTRUCTIONS IN SOCIAL NEGOTIATIONS: A STUDY EXPLORING SOME CHARACTERISTICS OF WOMEN'S AND MEN'S POWER RESPONSES TO DEPICTED EXPERIENCES

Order No. DA8508967

Rowden, Virginia C., Ph.D. *University of Colorado at Boulder*, 1984. 197pp. Director: Donald K. Darnell

The purpose of this study was to identify how women and men construct their social relations in regard to having equal, less, or more power for persons most like the self (mim) and for persons least like the self (llm). The study investigated both quantitative and qualitative differences in men's and women's construct systems in regard to power attributions.

For gathering data, the study used a projective-type test consisting of five "business-oriented" pictures. The respondents, a group of 22 men and women, wrote for five minutes about each picture. They were asked to write about people they know or have known, and after writing the five stories they were instructed to read each of their

stories and indicate with the letters "mim" the characters most like the self in each story. They were then asked to indicate with the letters "llm" the characters least like the self in the stories.

The stories were subsequently content analyzed for attributions of high, low, or equal power for mim and for llm. The data were also content analyzed for attributions of social negotiations (presence or absence of low-, high-, or equal-power negotiations).

The results of the statistical analysis reveal that, relative to their attributions of power, there is no statistically significant difference between and within the groups of men and women who participated in the study.

Qualitatively, the study reveals that men attributed a specific power model to mim, the model indicated a preference for power through recognition. The women in the younger age group, 18-22, also preferred the use of the recognition model for mim.

Women in the older age group, 23-47, preferred the use of a control, or gatekeeper, power model for mim. Both women and men evidenced only a very limited tendency to negotiate power for the self and other in their stories about the depicted experiences.

NONVERBAL COMPONENTS OF FIRST IMPRESSION FORMATION IN CROSS-CULTURAL COUNSELING

Order No. DA8507885

Stevens, Rita Lynne, Ed.D. *Mississippi State University*, 1984. 95pp. Director: Glen Reeves

This study examined the effects of direct, mixed, and indirect proxemic cues upon first impression formation of counselors by male Chinese, male Arab, and male American college students. The study was based on assertions made by Hall (1959, 1966, 1976), Birdwhistell (1952), Brislin and Pederson (1976), Korzeny (1981), and Watson (1970) concerning nonverbal communication patterns and cultural factors that influence nonverbal language. Proxemics, how man uses space, was looked at in reference to cross-cultural counseling.

Eighty-one male college students, twenty-seven per national origin group, volunteered to participate in the study. Using a Three Group, Randomized Subjects, Posttest-Only Design as a research design for this study, these subjects were randomly assigned to treatment groups by national origins consisting of nine members. Each group was further assigned randomly to one of the three treatment conditions: direct proxemic cues, mixed proxemic cues, indirect proxemic cues. Each group simultaneously heard an audio-tape of the counselor and client interacting while viewing slides of the counselor exhibiting nonverbal proxemic behaviors. The audio-taped presentation was standard throughout the session; however, the nonverbal behaviors were exhibited by the counselor at varying levels depending upon the treatment each individual group of nine received. A semantic differential scale was devised to measure the counselor's nonverbal behavior on the dependent variable of first impression formation.

Factorial analysis of variance was used as a statistical procedure to test the interaction hypothesis. One way analysis of variance was used with each main effect along with a Scheffé test for post hoc comparisons. No significant differences were found for the interaction

THE FORMATION OF SOCIAL RELATIONSHIPS: A LONGITUDINAL COMPARISON OF LINEAR AND NONLINEAR MODELS

Order No. DA8512286

Van Lear, C. Arthur, Jr., Ph.D. *The University of Utah*, 1985. 260pp. Chairman: B. Aubrey Fisher

This study compared linear and phasic models to nonlinear cyclical models of relational formation on three dimensions: self-presentation, other-orientation, and relational control. The study also tested the similarity of developmental trends across dyads.

A longitudinal design was employed to answer the research questions. Volunteers were randomly assigned to same sex dyads. Seven dyads participated in six unstructured, half hour, taped conversations. The forty two conversations were submitted to interaction analysis using three category systems. The three systems were tested for dimensionality. Polynomial trend analyses were used to test the nature of changes over time for each type of behavior. Markov analyses were used to test the nature of changes over time in the sequential structure of the data.

The results suggest similarities as well as differences across the dyads. The concept of constraint was used to explain the similarities across the dyads. The model of the unitary aspects of formation suggested by the data included: (1) a gradual normative increase in private personal disclosures over time followed by a sharp decrease toward the end of the relationship. Lower levels of disclosure follow idiosyncratic trends. (2) a cyclical alteration of reciprocal disclosures, interpreted as variations in the degree of mutual involvement governed by positive and negative feedback processes. (3) a two stage alteration between equivalent behaviors and deferring acts. One-up behaviors followed idiosyncratic trends. (4) reciprocal complementarity such that, rather than developing a stable role relationship, the communicators exchange control positions during complementary interaction, interpreted as a systemic maintenance mechanism which prevents complementary schismogenesis. The other-orientation system failed to provide much insight. Differences in evolutionary trends were explained by the concepts of opportunities, breakpoints, and critical episodes. The model proposed by this study suggests that relationships possess elements of change and stability. Growth and maintenance occur simultaneously. Both phasic and cyclical processes coexist during relationship formation.

VERBAL AND NONVERBAL ASPECTS OF INTERCULTURAL GROUP CONVERSATION

Order No. DA8508358

VOM SAAL, DIANE ROSE, Ph.D. *The University of Texas at Austin*, 1984. 163pp. Supervisor: Benne Willerman

The purpose of this study was to design a method for analyzing group conversation in an intercultural setting. Such research could lead to a better understanding of the demands placed on the native and non-native participants in addition to revealing the conversational strategies used by native and non-native participants.

A videotaped conversation involving five women, three Japanese English teachers and two Americans, was analyzed. A description is given of the transcript which was designed for recording verbal and nonverbal events of the conversation at intervals of one-sixtieth of a second. Two five-minute segments were transcribed. Categories for continuous transcription were: verbal data (showing speech rate), gaze direction, head nods, torso movement, and hand movement.

The transcript served as the basis for compiling data about each category for each participant, including such factors as the context for each gaze direction change and the amount of time taken to make the change. It was also the basis for categorizing utterances according to discourse function and role in topic initiation.

Three methods of analyzing the data are described. In the first method, totals were calculated for specific categories, such as the number of head nods for each individual, in order to compare participants to one another and also to compare the first and second segments. The second method consisted of pairing each speaker with the participant who spoke next in order to study such characteristics as the duration of pauses between speakers. Pairing also revealed the amount of interaction between participants, for example, the Americans rarely interacted with each other in either segment. The third way of analyzing the data was to focus on one specific sequence and study events in relation to each other. This was done for a twenty-six second sequence where the yes/no question form used repeatedly by one American conflicted with the Japanese participants' cultural constraint against disagreement in conversation. Pauses and nonverbal accompaniments made clear the fact that the Japanese participants were struggling to retain the flow of the conversation while trying to avoid disagreeing with an American participant. Meanwhile, the American may have been using the yes/no question form as a strategy to simplify input for the non-native speakers.

Implications of the study are discussed in relation to second language conversation practice, intercultural conversation, research on group conversation, classroom interaction, and second language acquisition. The integration of verbal and nonverbal data in the study

of conversation is strongly encouraged. (Abstract shortened with permission of author.)

THE RELATIONSHIPS BETWEEN FAMILY COMMUNICATION, SELF-CONCEPT, AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN SOME SCHOOLS OF PETALING JAYA, MALAYSIA

Order No. DA8505211

YUSOF, AIZAN MOHD, Ed.D. *Western Michigan University*, 1984. 152pp.

The purpose of this study was to examine the relationships between the parent-adolescent communication, adolescents' self-concept, and academic achievement.

The sample consisted of 341 Form II (8th Grade) students from seven secondary schools in Petaling Jaya, Malaysia, and their parents. The instruments utilized in this study were Rosenberg Self-Esteem Inventory and Academic Self-Concept Scales as the measure for adolescents' self-concept. The 1984 mid-year examination results were used as the measure of academic achievement. The Parent-Adolescent Communication Inventory (Form A) was used as the measure of students' perceptions of their communication with their parents, and Parent-Adolescent Communication Inventory (Form P) was used as the measure of the parents' perceptions of their communication with their children.

Six hypotheses were formulated to investigate the major research questions raised in this study. These hypotheses were tested statistically; and for each of these six hypotheses, the probability used for committing a Type I error was .05.

The Pearson product-moment correlation coefficient revealed a direct relationship between parent-adolescent communication and adolescents' self-concept. It also revealed a direct relationship between parent-adolescent communication and adolescents' academic achievement.

The *t* test results demonstrated that the adolescents of the high self-concept group had a more positive perception of family communication than the adolescents of the low self-concept group.

From the results of the two-way analysis of variance (ANOVA), the interaction effect between the sex of the adolescents and the parent-adolescent communication upon self-concept of the adolescents was not found. There was also no evidence to show that sex of the adolescents interacting with the nature of parent-adolescent communication had any effect on the academic achievement of the adolescents.

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